

# Inspection of Fairyland Nursery

1 Barley Mow Passage, London, Middlesex W4 4PH

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Inspection date:

29 July 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Although children feel safe in the care of staff, their safety and well-being are put at potential risk. Staff do not consistently and effectively supervise children while they are eating. This puts children at risk of possible accidents, such as choking. At times, the required staff-to-child ratio is not met, including the qualified staff ratio. This sometimes leads to ineffective supervision of children as well as a variable quality of interactions and support for their learning. For example, at times, older children drift around the room and sometimes do not engage in activities well.

Despite the weaknesses, children enjoy a variety of activities and play experiences. Babies explore different sensory materials, including leaves and water. However, staff interactions and some activities do not support children's learning at a consistently good level. Staff take all ages of children on daily outings to the nearby park. However, on the day of the inspection, the babies had limited opportunity to explore resources staff had taken with them. Staff packed these away very soon after arriving and then took the children back to the nursery. However, older children enjoyed active games in the shade with staff.

### What does the early years setting do well and what does it need to do better?

- Staff do not supervise children consistently while they are eating. This compromises children's good health and welfare. For instance, at times, babies are supervised while they eat different types of fruit by unqualified staff who have no first-aid training. Furthermore, young children are sometimes left without direct supervision while they are eating. The provider does not ensure the required ratios are consistently met, including the qualified staff ratios. For example, in the older children's room, there were insufficient staff present to meet ratios at lunchtime and supervise children closely. These are breaches of requirement.
- Staff complete relevant risk assessments and take appropriate resources with them on outings, including a first-aid kit. However, on the day of the inspection, leaders were not able to demonstrate that staff responsible for a group of children during outings held a current paediatric first-aid certificate, as required.
- Babies enjoy a good variety of resources and activities that interest them. This helps the younger children engage in their play. At times, staff offer some good interactions with them through a warm and caring approach. Some staff promote babies' language skills well, such as through singing songs. Older children are not always purposefully engaged, although there are a good range of resources available. At times, staff encourage some good-quality discussions with children. However, their interactions are sometimes not fully consistent, which at times leads to children receiving variable support for their learning and development.

- Staff say they feel supported by the managers through training and individual meetings to review their work. The managers promote staff's well-being effectively. They have a sensitive and supportive approach to the staff team. However, leaders do not consistently monitor the quality of staff practice to help identify and address weaknesses.
- Parents speak positively about the service the nursery offers. They say there is a good settling-in process and the communication with staff is good. For instance, they receive daily feedback about their child's day and information about their development. This is communicated through many forms, including an online reporting tool and emails.
- Although there are weaknesses in the provision, leaders take on board feedback to help them begin to make some improvements. For instance, leaders have been working with staff to promote older children's independence at lunchtime. However, there are inconsistencies in the approach. For example, children who are moving on to school are not extending their skills effectively as staff do not consider their needs well enough.
- Children benefit from a calm environment which helps them to feel relaxed. They are happy and enjoy their time at the nursery. Children show they feel at ease in the care of staff, who are warm and caring towards them.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are put at possible risk, both inside and outside of the nursery. However, staff understand how to recognise and respond to child protection concerns. Staff can detail the process for referring such safeguarding concerns. They can identify signs of abuse that may be a cause for concern. Staff also know when to make referrals and who to make them to. They can identify the designated safeguarding lead within the setting and the external child services referral within the local authority. This is reflected in posters around the setting. Leaders follow secure processes to safely recruit new staff. This includes relevant suitability checks, such as enhanced Disclosure and Barring Service (DBS) checks and relevant references.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that there is a qualified first aider to accompany children on outings to promote their well-being and safety	12/08/2022

ensure staff are deployed effectively at all times, particularly at mealtimes, to provide consistent supervision to promote children's good health and safety	12/08/2022
ensure the required staff-to-child ratios, including qualified staff, are met at all times to support and meet children's needs.	12/08/2022

**To further improve the quality of the early years provision, the provider should:**

- monitor the quality of staff practice and take effective action to develop this to raise the quality of the provision and staff skills to a good level
- support staff to implement the learning intentions and ensure they offer consistently good interactions that help children to gain the skills and knowledge they need for the future.

## Setting details

<b>Unique reference number</b>	EY561157
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10191078
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Fairyland Nursery Limited
<b>Registered person unique reference number</b>	RP561156
<b>Telephone number</b>	07496695178
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Fairyland Nursery first registered in 2018. The setting is situated in Chiswick, in the London Borough of Hounslow. The nursery's opening times are 7.30am to 6.30pm, each weekday, throughout the year. The provider employs 10 members of staff to work with the children. Of these, six hold relevant early years qualifications at level 3 or above. The nursery receives funding to provide free early years education to children aged two, three and four.

## Information about this inspection

### Inspector

Lynne Murray

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager joined the inspector on a learning walk and joint observation. The deputy manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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